DOCUMENT RESUME

ED 428 334 CS 013 462

AUTHOR Chemidlin, Karyn M.
TITLE The Effect of Cross Age Peer Tutoring on the Reading Achievement of Fifth Grade and Kindergarten Students.
PUB DATE 1999-05-00
NOTE 57p.; M.A. Research Project, Kean University.
PUB TYPE Dissertations/Theses (040) -- Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Cross Age Teaching; Elementary Education; Grade 5; *Instructional Effectiveness; Kindergarten; *Peer Teaching; *Reading Achievement; *Reading Attitudes; Reading Research; Student Attitudes; *Tutoring

ABSTRACT

The purpose of this study was to determine if cross age peer tutoring of fifth grade and kindergarten students would have an effect on reading achievement. For eight weeks one group of fifth graders and kindergartners paired together four times a week, while the other group was not cross age paired. Both groups were given a Reading Interview Survey of attitudes towards reading before and after the project period. The fifth graders were given the Burns and Roe Informal Reading Interview as a pretest and posttest to test their reading achievement. The average gain of the paired group of fifth graders was significant when compared with those of the non-paired group of fifth graders. (Contains 22 references and 12 tables of data; appendixes contain survey instruments, word lists, and graded passages.) (Author/RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 428 334

The Effect of Cross Age Peer Tutoring on the Reading Achievement of Fifth Grade and Kindergarten Students

By Karyn M. Chemidlin

accepted
3/31/99

In partial fulfillment of the requirement for the degree of
Master of Arts in Reading Specialization
Kean University of New Jersey

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
K. Chemidlin
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CS013462

Abstract

The purpose of this study was to determine if cross age peer tutoring of fifth grade and kindergarten students would have an effect on reading achievement. For eight weeks one group of fifth graders and kindergartners paired together four times a week, while the other group was not cross age paired.

Both groups were given a Reading Interview Survey of attitudes towards reading before and after the project period. The fifth grader were given the Burns and Roe Informal Reading Interview as a pretest and posttest to test their reading achievement. The average gain of the paired group of fifth graders was significant when compared with those of the non paired group of fifth graders.

Acknowledgments

I am very grateful to my family and close friends for their love, support, prayers and never ending encouragement. I wish to thank them for the gift of patience and understanding throughout this past year. I especially appreciate the value of education and morals my parents instilled in me which continually inspires me and is a part of my everyday life.

Table of Contents

	Page Number
I. Abstract	ii
II. Acknowledgment	iii
III. List of Tables	v
IV. The Effect of Cross Age Peer Tutoring on the Reading Achievement of Fifth Grade and Kindergarten Students	
Introduction	1
Hypothesis	2
Procedures	2
Results	5
Conclusions and Implications	11
V. Cross Age Peer Tutoring: Related Literature	13
VI. References	18
VII. Appendices	21
Appendix A: Fifth Grade Reading Interview Survey	22
Appendix B: Kindergarten Reading Interview Survey	23
Appendix C: Graded Word List 1	24
Appendix D: Graded Passages Form A	25
Appendix E: Graded Word List 2	26
Appendix F: Graded Passages Form B	27

List of Tables

I. Mean, Standard Deviation, and t Results Between the Samples for the Pretest in Main Idea 7

II. Mean, Standard Deviation, and t Results Between the Samples for the Pretest in Detail 7

III. Mean, Standard Deviation, and t Results Between the Samples for the Pretest in Sequence 8

IV. Mean, Standard Deviation and t Results Between the Samples for the Pretest in Cause and Effect 8

V. Mean, Standard Deviation and t Results Between the Samples for the Pretest in Inference 8

VI. Mean, Standard Deviation and t Results Between the Samples for the Pretest in Vocabulary 9

VII. Mean, Standard Deviation and t Results Between the Samples for the Posttest in Main Idea 9

VIII. Mean, Standard Deviation and t Results Between the Samples for the Posttest in Detail 9

IX. Mean, Standard Deviation and t Results Between the Samples for the Posttest in Sequence 10

X. Mean, Standard Deviation and t Results Between the Samples for the Posttest in Cause and Effect 10

XI. Mean, Standard Deviation and t Results Between the Samples for the Posttest in Inference 10

XII. Mean, Standard Deviation and t Results Between the Samples for the Posttest in Vocabulary 11

While the issue of illiteracy has always been of interest, it appears to have become more of a problem in our society. The National Adult Literacy Survey in 1992 estimated that 40-44 million Americans have practically no reading, writing, or quantitative skills. Chall, in her book, The Reading Crisis (Chall, Jacobs, & Baldwin, 1990) reports that lower income children had no particular problems in the early stages of reading in grades 2 and 3, but that there was a fourth grade 'slump' in reading achievement that began and intensified on through high school. The first problem begins in the area of vocabulary, because words become more abstract and uncommon as they approach this grade.

Jenkins (1987) discusses in his article the roots of peer and cross-age tutoring. Tutorial instruction was probably the first pedagogy among early societies, as parents teaching their own offspring how to hunt, what to eat, and how to make fires. This instruction also, was likely to be shared by older siblings.

In many classrooms from the past centuries peer tutoring was a standard practice. The one room schoolhouse made it difficult for a teacher to meet the needs of so many diverse ages and abilities. Webb and Schwartz (1988) conclude in their research that educators today understand the value of small group and one-on-one instruction by peers.

In the research article, "Cross-age Reading: A strategy for helping poor readers", Labbo and Teale (1990) set up a study that supported the theory that the potential influence of storybook reading can help older children to become

better readers if they read to younger children. Their study was conducted with twenty fifth graders and twenty kindergartners. This eight week study was conducted four times a week in 15 or 20 minute sessions. The data results suggest that a cross-age reading program is a promising way of helping readers in upper elementary grades to improve their reading fluency and comprehension skills.

Educators need to understand the importance of success in reading achievement for students with the support of cross age peer tutors. Many factors influence a child's reading achievement. Therefore, more research is required to determine if a cross age peer tutoring program will help students succeed in literacy.

Hypothesis

To provide further evidence on the topic an eight week study was conducted among fifth graders and kindergartners engaged in separate reading programs. One group used cross age pairing in addition to the classroom curriculum, while the other group was limited to the traditional classroom curriculum. It was hypothesized that the students involved in cross aged peer tutoring would improve in reading achievement and attitude.

Procedures

Thirty-nine -students currently enrolled in two self-contained classrooms were selected to participate in this research. The students from the fifth grade and kindergarten classrooms were randomly selected for this study.

The researcher individually administered two surveys similar to the *Reading Interview* (Goodman, Watson & Burke 1987). One was given to the

kindergarten students involved, using explanations when needed to complete the interview. The administrator wrote down the exact words dictated by the kindergartners. The fifth grade students completed similar surveys independently. The surveys were administered at the beginning of the research project and again upon completion. These surveys are similar to the one used by Teale and Labbo in their research which assessed attitudes toward reading, specifically beliefs and feelings towards reading, also evaluating what strategies were. used to read passages These surveys are based on (some questions are taken directly from) Reading Interview created by Goodman, Watson, and Burke in their book, *Reading Miscue Inventory: Alternative Procedures*. They were adapted to meet the needs of the students in the study.

The fifth grade students' achievement was measured by administering the *Burns and Roe Informal Reading Inventory* (Burns & Roe, 1993). In this test the students are first given a graded word list (Form A) to decide which level of graded passages they will read. These passages were used to measure their comprehension skills related to miscue analysis of phonic and structural analysis skills. The kindergartners were not tested for these skills because it was not developmentally appropriate to test on this level, so their results are limited to the Reading Interview Survey.

Before the reading buddies program began, the fifth grade students were instructed on the basic skills needs of kindergarten children. A small discussion group took place as students were given journals to record each session. They were instructed to ask specific questions, and observe their behavior and attitudes of their partner. Sample questions prior to reading the stories that encouraged prediction were, 'Why did you choose that book?' ,

What do you think the story will be about?, Why?', 'What do you see on the cover?' As the students read, they were taught to pause at some point in the book and have the kindergartner predict what will happen next, and explain why they thought so. When they finished the book, the fifth graders were instructed to have the kindergartner tell what their favorite part of the story was, and to summarize what was read to them. If time permitted, the fifth grader was instructed to allow the kindergartner to retell the story, by looking at the pictures and remembering what was read to them. During this session, the fifth graders were also encouraged to discuss who the main characters were, the setting, the main idea, the beginning, middle, and end of the story plot, and what their favorite part was in the story.

The students were brought together four times a week, for eight weeks. The first three days of each week consisted of 15-20 minutes sessions in which the fifth graders would read a storybook with their kindergarten reading buddy. The kindergartner was given the choice of which book they wanted to have read. As per their training, the fifth graders would inquire into why the kindergartner had chosen that specific book. On the forth day of each week a special literature-related writing activity was shared with the buddy pairs. These activities consisted of; drawing a picture of the main character(s), drawing a picture of the setting, folding paper in three sections and illustrating the beginning, middle, and end of the story, while the fifth grade partner wrote what was dictated to them by the kindergartner. other activities were making puppets of the main characters, to retell the story by acting the story out for the other reading buddies to watch, and writing and illustrating their own books. Each buddy pair was given time to share and discuss what they wanted the story to be about, who the main characters would be, where the setting would take place,

and what would happen in the beginning, middle, and end of their story. The fifth graders encouraged and supported the ideas of the kindergartners, as they drew pictures, and dictated the story for the fifth grader to write. Their stories evolved from their imagination and experience with literature which they brought to this activity.

At the end of these eight sessions, the fifth graders were given Form B of the graded passages, to record their reading scores and see the correlation, if any, in their reading ability from the start of the eight weeks. Both the fifth graders, and the kindergartners were given the same questionnaire as they were at the start of this study. This will show, if any, the differences in attitudes towards reading.

Results

The results from the Burns and Roe Informal Reading Inventory show that the students who participated as a reading buddies had fewer reading skills mistakes on their post test than in their pretests. Seven out of ten of the tutors went up in their independent reading level. Three remained at the same independent reading level as in the pretest. Two of the students in the control group went up in their independent reading level, whereas seven remained at the same level as in the pretest.

Overall, the percentage of correct answers increased in both groups, from the pretest to the post-test. These answers included questions which measured types of oral reading miscues, and comprehension skill analysis. The oral miscues include mispronunciation, substitution, insertion, omission, reversal, repetition, and refusal to pronounce words when reading the passages. The comprehension skill analysis includes questions based on the main idea, story

details, sequence, cause and effect, inference, and vocabulary for the passages read.

The data from the fifth grade questionnaires, and their journals show little improvement on attitudes towards reading. This is the same for the kindergartners. There is some written answers that show a more positive attitude after the reading buddies were over, but not significant for this study. There is evidence in observation of the students work, actions, and verbal discussions during regular lessons as observed by the classroom teachers. It is observed that students are requesting longer D.E.A.R. (Drop Everything And Read) time to read than the normal allotted fifteen minutes. The literature circles in fifth grade are increasing in student interest and participation, which shows evidence of a fostered reading ability to respond to and analyze information from literature. This evidence is observed with both the control and experimental groups, yet is more evident with the reading buddies. These students are more encouraged to lead, and build on the literature and information, as they have done as mentors with their kindergarten reading buddy throughout the study. The kindergartners are showing an attachment to their reading buddies. They admire them, which builds confidence in the fifth graders and in themselves from the support of an older student. Letters were send between the buddies during a school wide post office activity. The students wrote on their own without having been encouraged by their teachers. Five fifth graders received and responded to letters sent to them by their kindergarten buddies. Other letters were also initiated by the fifth graders.

Although reading is fostered and encouraged in both the fifth grade class and the kindergarten class involved in this study by the classroom teachers,

there is noticeable difference in most of the attitudes of the students in the experimental group observed.

Tables I through VI represent the pretest results comparing the experimental group with the control group. In terms of the number of students in the study, this data indicates no significant differences.

Table I

Pretest: Main Idea

Sample	Mean	Standard Deviation	t
Experimental	100.00	0.00	
			0.00
Control	100.00	0.00	

NS

Table II

Pretest: Detail

Sample	Mean	Standard Deviation	t
Experimental	55.66	28.97	
			-1.60
Control	58.00	36.76	

NS

Table III

Pretest: Sequence

Sample	Mean	Standard Deviation	t
Experimental	20.00	42.16	
			0.00
Control	20.00	42.16	

NS

Table IV

Pretest: Cause and Effect

Sample	Mean	Standard Deviation	t
Experimental	45.00	43.78	
			-0.26
Control	50.00	40.82	

NS

Table V

Pretest: Inference

Sample	Mean	Standard Deviation	t
Experimental	62.49	19.35	
			0.30
Control	60.00	17.48	

NS

Table VI

Pretest: Vocabulary

Sample	Mean	Standard Deviation	t
Experimental	55.00	43.78	
			-1.41
Control	80.00	34.96	

NS

Tables VII through XII represent the posttest results comparing the experimental group with the control group. The data differs with each skill area. The areas of main idea and details indicate no significant difference.

Table VII

Posttest: Main Idea

Sample	Mean	Standard Deviation	t
Experimental	100.00	0.00	
			1.00
Control	90.00	31.62	

NS

Table VIII

Posttest: Detail

Sample	Mean	Standard Deviation	t
Experimental	95.00	15.81	
			0.96
Control	88.32	15.34	

NS

Results for sequence show that it is significant below the .05 level.

Table IX

Posttest: Sequence

Sample	Mean	Standard Deviation	t
Experimental	95.00	15.81	
			2.15
Control	65.00	41.16	

S<.05

Results for cause and effect also show that it is significant below the .05 level.

Table X

Posttest: Cause and Effect

Sample	Mean	Standard Deviation	t
Experimental	80.00	42.16	
			1.98
Control	45.00	36.89	

S<.05

Results for inference is significant below the .01 level.

Table XI

Posttest: Inference

Sample	Mean	Standard Deviation	t
Experimental	88.32	19.34	
			2.90
Control	56.66	28.54	

S<.01

Vocabulary is also significant below the .01 level.

Table XII

Posttest: Vocabulary

Sample	Mean	Standard Deviation	t
Experimental	90.00	31.62	
			2.82
Control	43.32	41.73	

S<.01

Conclusions and Implications

The hypothesis was supported by evidence shown in the tables and in addition, the students' attitudes towards reading both the fifth grade tutors and the kindergartners became more positive. It has been observed by teachers and through their journal writings that they exhibit more enthusiasm and effort when dealing with literature. The fifth graders overall, seem more confident and supportive with reading assignments and free choice literature reading.

The evidence in this study supported the use of cross-aged peer tutoring to improve reading ability and attitudes. Given the short period of time for this tutoring project, it would be interesting to see what the effects of a full year tutoring program would have on the reading achievement of fifth graders and the attitudes of fifth graders and kindergartners.

The implications for literacy in education are at the fingertips of educators. Because of our socioeconomic status of families today, with children in day care and after school care, such programs could provide quality learning experiences and build cherished friendships among cross aged tutors. Such consideration should be given to utilize the valuable resource we have in older students working with younger children in many areas of academics and social issues dealt with today in our society.

Cross Age Peer Tutoring
Related Literature

Research indicates that the number of reading books read inside the school (Denham & Lieberman, 1980; Rosenshine & Stevens, 1984) and out (Anderson, Wilson, & Fielding, 1988) is a reliable predictor of reading achievement. Students who choose not to read are at risk in terms of past, present, and future learning (Leland, Fitzpatrick, 1994).

Vygotsky describes the readiness of a student as the "Zone of Proximal Development" (Vygotsky, 1978; Campione, Brown, Ferrara, & Bryant, 1984). This zone is the difference between a child's independent performance and his performance when he is supported and guided by someone with more knowledge in that area. Vygotsky believes that successful learning is achieved with the support of the efforts of someone with greater knowledge and experience. Tutors support these children, encouraging them to perform difficult tasks within their 'zone of proximal development'.

Campione (1984) supports Vygotsky's theory by making the connection between the child's performance and the child's ability. Little support could be expected from a child to perform more capably then at their current level when he has determination from within himself.

Teachers are making shifts from directed products to writing and reading as a process as a way of gaining knowledge. It is viewed as a collaborative or social perspective (Bruffee, 1983). Peer tutoring groups encourage students to share, seek, and discuss information as they emerge into better readers and writers.

Topping (1988) found that many studies of cross-age peer tutoring, and peer tutoring showed evidence of a more positive self-concept, and improved social relationships between the pairs. It gives the students an advantage to improve skills as they work cooperatively in an interactive

environment.

Harris's (1987) research depicts a peer-tutoring model which groups three students. The goals in this project were social and academic achievement. Students felt an increased desire to learn, which heightened their self-esteem. The students turned their weak areas of learning around as the tutored each other allowing the incentive to move towards success in their own learning.

Gaustad (1992) believes that research has demonstrated that students can successfully tutor other students, and even learn themselves through this process. It provides practice to previously learned material that being reintroduced can foster proper training and correction of mistakes of both the tutor and child being tutored.

Sharpley and Sharpley (1981) researched issues that dealt with the concerns of tutoring being a waste of time. Their results showed no foundation to this concern shared by many teachers involved. They found that all major research reviews, when structured and organized, were effective in improving in at least one area of language art-s or social ability, if not more.

Ayres and Wainess (1989) developed a program called, "Reader Pals". This school-wide program paired older students with younger students to read together, and work on related activities. Themes were used in larger scale units to develop and increase reading skills throughout the year. Whole language was the focus throughout the independent, daily reading program, which supplemented the school's reading curricula.

A tutoring program involving first and fourth graders showed success in literacy skills. Teale (1981) describes in his study, how reading increased vocabulary, story structure, listening skills, background knowledge, and the students' eagerness to read.

Berlinger (1986) discusses the successful technique he used for cross-age tutoring to work. He describes a three-step program, which teaches the tutor to 'Pause, Prompt, and Praise'. The results show that this three-step program has worked well with cross-age tutors to indicate a positive effect on the tutors.

Limbrick, McNaughton, and Glynn (1984) conducted a cross-age peer tutoring program in reading in which, "Three underachieving 10 to 11 year old students tutored three underachieving 6 to 8 year old students. The program, a modification of the 'paired-reading' technique of Morgan and Lyon, involved both concurrent modeling of correct reading and praise for reading independently by peer tutors. Both tutees showed marked improvements in oral reading comprehension on classroom exercises and standardized reading tests".

Webb (1988) found evidence that students identify better with peer tutors than with adult authority figures. Children learn by observing their teachers as a role model, yet observations of peer tutoring showed better self-motivated results. There is also evidence found that respect for other's differences is nurtured and appreciated through the relationship that develops with the peer tutor pairs.

Jensen (1993) found through his studies that reading and writing is a natural process. These two subjects are interrelated into our social and technological world. Children best attain this achievement in reading and writing by feeling control and ownership of their own learning.

Benefits of cross age tutoring were compiled by Cohen, Kulik, and Kulik in 1982, where their findings from 65 independent evaluations of school tutoring programs show positive results. They found that such programs have had a positive effect on attitudes and academic performance. The students who were

tutored outperformed the other students on academic performance and attitudes on subject matter.

In Morrice and Simmons' article on, "Beyond Reading Buddies: A Whole Language Cross-Age Program" (1991), they noticed more than an increase in reading and writing achievements with their students. Morrice and Simmons (1991) implemented a reading buddies program with fifth graders and younger students. The purpose of this study was to motivate and challenge students of both age groups. Activities were centered around themes, as students worked together connecting reading and writing with meaningful literature. Results show success in social and emotional growth as the students developed an increase in literacy skills. Commitment and dedication to the program played a major learning role in this study. Big books were mainly used with primary and secondary grades as they worked together. As stated in their article, "The Buddies quickly discovered that toleration and compromise were the name of the game", more was learned between these Buddies than the original goal of the program.

Through literacy activities, DeRita and Weaver (1991) found that cross-age tutoring between fourth and first graders was very successful. They used activities such as spelling games, book writing, creative dramatics, book recording and book making. In their discussion of their results they concluded that, "It is a wonderful sight to see a six and nine year old become united in a common goal. A cross-age literacy program is definitely worthwhile".

References

Ayres, L., Er Wainess, D. (1989). Reader Pals. Instructor, 99, 22-24

Berlinger,D. Er Casanava, U. (1986). How To Make Cross-Age Tutoring Work. Instructor, 95, 14-15.

Bruffee, K. (1983). Writing and Reading as Collaborative or Social Acts In The Writer's Mind: Writing as a Mode of Thinking. Paper presented at the 16th Annual Meeting of the Canadian Council of Teacher's of English. 159-169.

Burns, P.C., Roe, B.D.. (1993). *Burns and Roe Informal Reading Inventory.* Houghton Mifflin Company. Boston, Toronto.

Campione,J.C.,Brown, A.L., Ferrara, R.A. & Bryant,N.R. (1984). New Directions for Child Development: Children's Learning in the 'Zone of Proximal Development'. B.Rogoff & Wertsch. San Francisco: Jossey-Bass. 23. 265-294.

Cohen, P.,Kulik, J. & Kulik,C. (Summer, 1982). Educational Outcomes of Tutoring: A Meta-analysis of Findings. American Educational Research Journal. 237-248.

Denham, C., & Lieberman, A. [Eds.]. (1980). Time To Learn. Washington, DC: U.S. Government Printing Office.

DeRita, C., & Weaver, S. (1991). Cross-Age Literacy Program. Reading Improvement, 28, 244-48.

Gaustad, J. (Nov. 1992). Tutoring For At-Risk Students. Oregon School Study Council Bulletin. Eugene, Oregon School Study Council.

Goodman, Y.M., Watson, D. J., & Burke, C.L. (1987). *Reading Miscue Inventory: Alternative Procedures.* Richard Owen Publishers, Inc. New York.

Harris, Joellen. (Apr, 198 7). Using Three Students To Enhance Learning in Peer Tutoring Groups. Techniques: A Journal for Remedial Education and Counseling. 3.2.125-127.

Jenkins, J. & Jenkins, L. (Mar, 1987). Making Peer Tutoring Work. Educational Leadership. 44.6.64-68.

Jensen, J., (1993). What Do We Know About The Writing of Elementary School Children? Language Arts. 70.

Labbo, L.D., & Teale, W.H. (1990). Cross-Age Reading: A Strategy for Helping Poor Readers. The Reading Teacher, 43, 362-69.

Leland, C. & Fitzpatrick, R. (1994). Cross-age Interaction Builds Enthusiasm for Reading and Writing. The Reading Teacher, 47, 292-301.

Limbrick, E., McNaughton, S., & Glynn,T. (1984). Reading Gains For Underachieving Tutors and Tutees In A Cross-Age Tutoring Program. Journal of Child Psychology and Psychiatry and Allied Disciplines, 26, 939-53.

Morrice, C., & Simmons, M., (1991). Beyond Reading Buddies: A Whole Language Cross-Age Program. The Reading Teacher, 44, 5 72-5 76.

Sharpley, A.M. & Sharpley, C.F. (1981). Peer Tutoring: A Review of Literature. Collected Original Resources in Education. 5.3.7-C11.

Topping, Keith. (Mar. 1989). Peer Tutoring and Paired Reading: Combining Two Powerful Techniques. The Reading Teacher. 42.7.488-494.

Vygotsky, L.S. (1978). Mind in Society: The development of higher psychological process. MA: Harvard University Press.

Webb, Michael. (Spr. 1988). Peer Helping Relationships in Urban Schools. Equity and Choice.4.3.35-38.

Webb, Michael, & Schwartz, Wendy. (Oct. 1988). Children Teaching Children: A Good Way to Learn. PTA Today. 14. 1.16-17.

Appendices

Appendix A

Reading Interview Survey

Grade: Five Age:_____ Student #_____

1. How did you learn to read?

2. When you are reading and come to something you don't know, what do *you* do?

3. Who is a good reader that you know?

4. What makes this person a good reader? (How do you know they are a good reader?)

5. Do you ever think that this person ever comes to something they do not know when he or she is reading?

6. Suppose this person DOES come to something he or she doesn't know while reading. What do you think he or she would do?

7. If you knew someone was having trouble reading how would you help that person?

8. What would a teacher do to help that person?

9. What would you like to do better as a reader?

10. Do you think you are a good reader? Why?

11. Do you like to read? (If not, why?)

12. What kind of stories do you like to read?

13. Is reading easy or hard for you? (If hard, why do you think so?)

Appendix B

Reading Interview Survey

Grade: Kindergarten Age:___ Student #_____

1. Do you know how to read?

2. How did you learn to read?

3. When you are reading and come to something you don't know, what do you do?

4. Who is a good reader that you know?

5. What makes this person a good reader? (How do you know they are a good reader?)

6. Do you ever think that this person ever comes to something the do not know when he or she is reading?

7. Suppose this person DOES come to something he or she doesn't know while reading. What do you think he or she would do?

8. Do you think you are a good reader? Why?

9. Do you like to read? (If not, why?)

10. What kind of stories do you like to read?

11. Is reading easy or hard for you? (If hard, why do you think so?)

Copyright © Houghton Mifflin Company. All rights reserved.

PREPRIMER ○	PRIMER □	LEVEL 1 ◇	LEVEL 2 ○○	LEVEL 3 □□
1. a	1. all	1. after	1. also	1. air
2. at	2. am	2. again	2. always	2. cold
3. back	3. any	3. book	3. around	3. dear
4. big	4. came	4. boy	4. best	4. drink
5. can	5. day	5. come	5. box	5. every
6. do	6. find	6. hand	6. color	6. food
7. for	7. had	7. how	7. fall	7. hold
8. go	8. into	8. keep	8. five	8. learn
9. have	9. now	9. long	9. grow	9. move
10. help	10. out	10. many	10. head	10. number
11. I	11. put	11. never	11. light	11. often
12. in	12. ran	12. next	12. made	12. several
13. jump	13. say	13. once	13. part	13. start
14. of	14. soon	14. open	14. people	14. such
15. one	15. there	15. room	15. read	15. table
16. play	16. two	16. school	16. same	16. today
17. said	17. well	17. them	17. small	17. try
18. see	18. what	18. think	18. town	18. wash
19. she	19. with	19. up	19. turn	19. wrong
20. that	20. yes	20. where	20. wish	20. yellow

0-2 ERRORS—INDEPENDENT LEVEL 3-4 ERRORS—INSTRUCTIONAL LEVEL 5+ ERRORS—FRUSTRATION LEVEL

30 BEST COPY AVAILABLE BEST COPY AVAILABLE 31

Copyright © Houghton Mifflin Company. All rights reserved.

LISTS — LIST 1 — TEACHER

LEVEL 4◇◇

1. amused
2. ancient
3. award
4. cemetery
5. echo
6. elastic
7. flock
8. government
9. invade
10. jealous
11. lizard
12. mechanic
13. mysterious
14. portion
15. savage
16. scarlet
17. signal
18. statue
19. stout
20. vicious

LEVEL 5☆

1. base
2. border
3. bore
4. detour
5. dismay
6. establish
7. exhausted
8. gallant
9. glimpse
10. haunt
11. hitched
12. ignore
13. impulse
14. lacked
15. marvel
16. rude
17. thicket
18. transaction
19. transparent
20. turban

LEVEL 6●

1. absurd
2. affairs
3. appeal
4. association
5. cavity
6. complicated
7. crucial
8. deliberately
9. despite
10. eternal
11. extinct
12. hesitate
13. inspiration
14. menace
15. precise
16. rehearsal
17. ridiculous
18. routine
19. specific
20. strenuous

LEVEL 7■

1. accumulate
2. apprehension
3. comprehend
4. delegated
5. dense
6. domain
7. execute
8. exited
9. justifiable
10. omen
11. optimistic
12. potential
13. quaint
14. ritual
15. status
16. tampered
17. terrain
18. tranquil
19. versatile
20. vulnerable

LEVEL 8◆

1. agile
2. candid
3. convey
4. enumeration
5. gorge
6. immune
7. improvised*
8. incredulous
9. intricate
10. neurotic
11. nocturnal
12. petty
13. placid
14. poise
15. reluctantly
16. shiftless
17. tactful
18. tangible
19. toxic
20. unduly

0-2 ERRORS—INDEPENDENT LEVEL 3-4 ERRORS—INSTRUCTIONAL LEVEL 5+ ERRORS—FRUSTRATION LEVEL

BEST COPY AVAILABLE

About the story: Read this story to find out what Joe wanted and if he got what he wanted.

Joe saw a goat.
The goat walked up to him.
Joe liked the goat.
He wanted the goat for a pet.

"Hello, Goat!" said Joe.
The goat put his head on Joe's hand.
"Good Goat," said Joe.

Joe ran to Dad.
"Dad! Dad!" he called.
"Look! Look!"

Joe's Dad saw the goat.
He did not like it.

"Can I keep the goat?" asked Joe.

"No! No! Not a goat!" said Dad.

Copyright © Houghton Mifflin Company. All rights reserved.

"Why not?" asked Joe.

"Goats are not clean," said Dad.

Joe looked at the goat.
He looked at Dad.
Then he started to cry.

BEST COPY AVAILABLE

Copyright © Houghton Mifflin Company. All rights reserved.

About the story: Read this story to find out what Paco's problem was.

"Paco, where is your smile?" asked Mom.
"This is a happy day for all of us.
Dad has a birthday!"

"I am not happy," said Paco.
"I do not have a nice big gift for Dad."

"A small gift is nice," said Mom.
"Why not make a small gift?
Dad will like that."

"What can I make?" asked Paco.

"That is up to you," said Mom.
"I have to go in the house now.
You will think of a nice gift."

Copyright © Houghton Mifflin Company. All rights reserved

Paco went in the yard.
He looked at all the things there.
There was his box of rocks.
"But rocks are not a gift Dad will like," he said.
Then there was his box of little play people.
"My play people are not the best gift for Dad," he said.

Paco did not smile at all.

Copyright © Houghton Mifflin Company. All rights reserved.

About the story: Read this story to find out what a little girl named Beatrice did while she waited in the library for her brother, Henry, to come after her.

A woman started to read, "Alfred Mouse lived in a new house."

Beatrice looked out the window next to her.

The woman read some more, "Alfred Mouse had new skates."

Beatrice liked to skate.

"But Alfred's mother didn't like it when he skated in the house," read the woman.

The children laughed.

Beatrice thought about the time she had skated in her house.

Then at last Beatrice laughed.

She wanted to know all about Alfred.

When the story was over, Beatrice asked, "May I see that book?"

Copyright © Houghton Mifflin Company. All rights reserved.

"Oh, yes," said the woman.
Beatrice looked at the book.

Henry came to get Beatrice.
"Time to go," he said to her.
Beatrice didn't stop reading.

Copyright © Houghton Mifflin Company. All rights reserved.

About the story: Read this story to find out about Crandall Cricket.

All during the hot weather, Crandall Cricket stayed outside. He stayed out in the woods with his fife and fiddle, having a grand time. All the other animals were busy setting by food for the winter and making warm nests for themselves. But not Crandall Cricket. One day he was fiddling for the fish to dance. The next day he was teaching the young birds how to whistle along with the fife. Day in and day out, he played and had fun until, by and by, the weather began to get cooler and the days shorter.

It got so cold that Crandall Cricket had to keep his hands in his pockets. His fingers were so cold that he could hardly play. He had to put his fiddle under his arm and his fife in his pocket.

Soon Crandall could hardly walk outside unless the sun was shining. He began to get hungry, but, of course, he had not a thing to eat.

Copyright © Houghton Mifflin Company. All rights reserved.

About the story: Matthew had been going to the library and reading there because it was a quiet place. Then the library was closed until a new one could be built. Read this story to find out what Matthew did.

On the corner, one block away from the closed library, Matthew saw the long green bookmobile. He walked up to the truck, climbed the three little steps, and walked inside. A girl who looked a little like Claudia took his book from him. The woman from the library was standing next to her, stamping books for people to take home. She smiled when she saw Matthew. "Look at the titles," she said. "I'll come over as soon as I can and help you find a book you'll like."

Matthew smiled back and walked around the bookmobile, looking for the children's section. There were other people walking around, too. They were all close together because there wasn't a lot of room. The books were lined up against the wall on shelves. When you walked around them, you couldn't find a place to be by yourself. Matthew saw that he couldn't stay at the bookmobile the way he could at a real library. So when he came to the children's section, he looked through the shelves and tried to find a book as fast as he could. He looked at the titles and all the bright book covers. His eyes fell on a book with a picture of a boy on it. The boy had brown skin just like Matthew's, and he looked about the same age. Matthew thought it would be nice to read a book about a boy who looked so much like himself. He picked it up and took it to the librarian. She said, "You picked out a really good book." Then she took his card and stamped the book.

About the story: Read this story to find out about a harbor seal pup that has a special problem.

In the sea, a harbor seal pup learns to catch and eat fish by watching its mother. By the time it is weaned, at the age of four or five weeks, it is able to feed on its own.

Without a mother, and living temporarily in captivity, Pearson had to be taught what a fish was and how to swallow it. Eventually, he would have to learn to catch one himself.

Holly started his training with a small herring—an oily fish which is a favorite with seals. Gently, she opened his mouth and slipped the fish in headfirst. Harbor seals have sharp teeth for catching fish but no teeth for grinding and chewing. They swallow their food whole.

But Pearson didn't seem to understand what he was supposed to do. He bit down on the fish and then spit it out. Holly tried again. This time, Pearson got the idea. He swallowed the herring in one gulp and looked eagerly for more.

Within a week, he was being hand-fed a pound of fish a day in addition to his formula. This new diet made him friskier than ever. He chased the other pups in the outside pen. He plunged into the small wading pool and rolled in the shallow water, splashing both seals and people.

Copyright © Houghton Mifflin Company. All rights reserved.

About the story: Read this story to find out about Dave and what he wanted to do.

Dave wanted very much to succeed in athletics, but he was always afraid he would not quite make it. Last winter, in basketball, he had not. He spent more time on the bench than on the floor, much more. So, with spring, he had turned to track. Coach Stevens said he greatly needed a good quarter-miler, and Dave hoped to be that person.

The coach stressed that because Dave's legs were shorter than average he should work on lengthening his stride. To do that, the coach added, would require much practice and an equal amount of desire.

At first, Dave's father ruled out the road beside the railroad tracks for practice, but then he talked with Mr. Johnson. The old man assured the father that it would not be dangerous as long as Dave stayed well away from the tracks and used only the quiet road. Mr. Johnson also promised to "keep an eye" on the boy.

Copyright © Houghton Mifflin Company. All rights reserved

About the story: Read the following story to find out about some famous animals that live on Sable Island, which is in the Atlantic Ocean near Nova Scotia.

What did the first horses that came to Sable Island look like? We can only assume that they were much like farm horses anywhere in the world, but the harsh winters on Sable slowly changed the appearance of their descendants. They became smaller and stockier, had short ears, and in winter grew very long hair. Some stallions today have manes and tails so long that they nearly touch the ground.

Most of the horses live in small herds, each consisting of several mares and their foals and a stallion who protects them. The herd is usually led by a mare, but when two herds meet, the stallions trot toward each other, heads held high, tossing their long manes from side to side. Shoulder to shoulder, they push each other and neigh and nip a bit, but then, having proven that they are both powerful and unafraid, they proudly prance back to their herds.

This is what biologists call ritual fighting: it's mostly for show.

Copyright © Houghton Mifflin Company. All rights reserved

About the story: Read this story to find out some interesting facts about elephants.

The perfect place to observe elephants is at a water hole, for elephants consume a great deal of water and must drink at least every second day to survive. An adult elephant will drink between forty and eighty gallons of water. If the water holes go dry, the elephants die. However, the elephant is the only creature besides a human being that can dig a water hole. I have witnessed such a feat in the dried-out Letaba River. The elephants wandered into the middle of the riverbed, and the strongest bulls and the largest females began to dig with their tusks and forefeet where they smelled water below. In half an hour, they had dug a four-foot-deep hole. They then inserted their trunks, and by sucking they created a vacuum that sipped up water from below. The water began to flow into their trunks through the soft sand. A new well had been created. We once photographed a whole sector full of elephant-made wells which had saved not only the elephants but all the other animals in the region, who did not possess the intellect and the strength of the resourceful elephants.

Copyright © Houghton Mifflin Company. All rights reserved.

Copyright © Houghton Mifflin Company. All rights reserved.

PREPRIMER○

1. and _____
2. be _____
3. but _____
4. did _____
5. down _____
6. get _____
7. good _____
8. he _____
9. here _____
10. house _____
11. is _____
12. it _____
13. like _____
14. little _____
15. look _____
16. no _____
17. on _____
18. the _____
19. we _____
20. you _____

PRIMER□

1. about _____
2. are _____
3. black _____
4. give _____
5. just _____
6. me _____
7. new _____
8. other _____
9. our _____
10. saw _____
11. some _____
12. their _____
13. then _____
14. they _____
15. too _____
16. under _____
17. was _____
18. went _____
19. when _____
20. would _____

LEVEL 1◇

1. before _____
2. children _____
3. could _____
4. from _____
5. got _____
6. hard _____
7. know _____
8. night _____
9. off _____
10. over _____
11. something _____
12. stop _____
13. take _____
14. time _____
15. tree _____
16. very _____
17. walk _____
18. water _____
19. who _____
20. work _____

LEVEL 2○○

1. another _____
2. ask _____
3. both _____
4. bring _____
5. call _____
6. change _____
7. first _____
8. found _____
9. high _____
10. last _____
11. men _____
12. party _____
13. pull _____
14. right _____
15. should _____
16. sleep _____
17. tell _____
18. these _____
19. which _____
20. why _____

LEVEL 3□□

1. carry _____
2. clean _____
3. different _____
4. door _____
5. draw _____
6. eight _____
7. family _____
8. full _____
9. half _____
10. leave _____
11. money _____
12. morning _____
13. o'clock _____
14. old _____
15. seven _____
16. story _____
17. street _____
18. together _____
19. use _____
20. write _____

0-2 ERRORS—INDEPENDENT LEVEL 3-4 ERRORS—INSTRUCTIONAL LEVEL 5+ ERRORS—FRUSTRATION LEVEL

BEST COPY AVAILABLE

About the story: Read this story to find out what Jane did.

Jane saw a dog.
He was big.
He was black.
"Here dog!" said Jane.
"Play with me."

Jane threw a ball.
The dog ran after it.
He took the ball to Jane.
Jane laughed.
"This is fun," she said.

The dog barked.
Then he ran away.

"Do not go," Jane called.
But the dog went on.
Then Jane was sad.

Copyright © Houghton Mifflin Company. All rights reserved.

About the story: A girl has lost her dog. Read this story to find out what Marvin and Milton do when they find out.

Milton stopped and looked over a fence.
There was a brown dog!

"Tooley?" asked Milton.
"You are Tooley, aren't you?
Tooley, I'm taking you home."

But then Milton saw a brown dog on the street.

"I'll take him too," Milton said.
"Maybe he is Tooley."

Marvin had found no dogs at all.
"If I were Tooley, where would I go?" he asked himself.

Then it came to him.
"I would go to Mr. Klopmeyer's store!"

Copyright © Houghton Mifflin Company. All rights reserved.

About the story: Read this story to find out what a girl in the city wants very much.

I want a pet very, very much.
My mother says I have to wait.
We have had this talk many times, my mother and I.
Dad says I can buy some fish.
They are small and can fit well in my small room.
But my brother has four fish.
I want something different.
I want something of my own.

One day, Grandma showed me flowers hanging in her window.
She had many kinds of flowers.
Grandma told me she would help me grow flowers of my own.
She said that they are not the same as a pet, but that flowers can bring magic to a city home.

Copyright © Houghton Mifflin Company. All rights reserved.

About the story: This is a story about Ellie and her family. Read the story to find out what happened one day.

For Ellie, there was always Gram. It was Gram who was watching for Ellie when she got home from school. It was Gram who sat with her while she had her after-school snack. It was Gram who played with her and let her help get dinner ready.

When Mom came home from work, she was tired. And Ellie's big sister Lily always had homework to do.

But Gram was always there.

Then one day Mom sat down and talked with Ellie. "Gram is sick," said Mom. "She's in the hospital."

Gram sick? Gram was never sick!

"I don't want Gram to be sick!" Ellie cried. "I don't want her to be in the hospital. I want Gram to be home."

Copyright © Houghton Mifflin Company. All rights reserved.

About the story: This story takes place in Japan with a man named Hamaguchi. Read it to find out about his village and what was happening there.

It was the time of harvest. Hundreds of rice stacks lined Hamaguchi's fields. It had been a fine harvest, and tonight down in the village everyone was having a good time.

Hamaguchi sat outside his house and looked down into the village. He would have liked to join the other villagers, but he was too tired—the day had been very hot. So he stayed at home with his little grandson, Tada. They could see the flags and the paper lanterns that hung across the streets of the village, and see the people getting ready for the dance. The low sun lighted up all the moving bits of color below.

It was still very hot, though a strong breeze was beginning to blow in from the sea. Suddenly the hillside shook—just a little, as if a wave were rolling slowly under it. The house creaked and rocked gently for a moment. Then all became still again.

"An earthquake," thought Hamaguchi, "but not very near. The worst of it seems far away."

Copyright © Houghton Mifflin Company. All rights reserved.

About the story: Sally Ride was America's first woman in space. Read this story to find out about one of her experiences.

The lift-off went well. The 100-ton blue and white ship flew up like a bird. Sally tried not to sound excited on the radio. But she said that her upward flight was like a trip to Disneyland.

Then it came time for everybody to go to work. The *Challenger* had to prove itself. It was like a truck that shipped things. Some of its customers were governments of other countries. Canada, Indonesia, and Germany.

Sally's most important job was to work with a long robot arm. With the arm she moved a packaged German laboratory out of the ship. Later, she reached out and caught it. Then she carefully pulled it back in again.

The group also did important work for Americans. They mixed metals that won't go together on earth. They made glass in sound waves. They started seeds to see how plants would grow. They even tried to learn whether the habits of ants would change in space.

Six days later, the ship landed. All over the world people cheered. Hundreds of news stories were written about Sally. She was asked to appear on many TV shows.

Copyright © Houghton Mifflin Company. All rights reserved.

About the story: Read this selection to find out about one activity that is common in New Zealand.

New Zealand has a mild and rainy climate. This makes it a good place for sheep ranching. Even the steep sides of the mountains are used. Here, sure-footed sheep can graze where farm machinery cannot go.

New Zealand has about eighteen times as many sheep as it has people. The sheep are raised on large ranches called stations. During the summer, the sheep feed on the lush grass in the mountains. In late fall, they must be rounded up, or mustered. Then they are herded down to spend the winter months on the warmer lower slopes.

On a large station, thousands of sheep may be scattered over many mountain acres. The musterers cannot use horses on the steep mountainsides. With the help of well-trained dogs, they herd the flock, or mob, on foot.

The real work, however, begins in spring. Once again, the sheep are mustered. This time the mobs are herded down from the lower slopes to fenced-in pens. The lambs to be fattened for meat are separated from the others. The remaining thousands are moved into sheds where their thick wool is clipped, or sheared. This job is done by workers called shearers.

Copyright © Houghton Mifflin Company. All rights reserved.

About the story: Link is a city boy who has come to the wilderness with his Aunt Harriet. He has been asked to do some photography for his uncle while he is there. Read the story to find out what Link does and how he feels about his situation.

He went to his room, got out his Uncle Albert's camera, and picked a 105 mm lens. There were only four exposures left on the roll of film, so he went outside and used them up taking pictures of the cabin. Then he reloaded the camera, tucked his aunt's bird guide in his pocket, and started off through the woods. There might be a sandhill crane at the old beaver pond. "Wet areas," Harriet had said. He might be lucky and get his pictures right away. If he did, he wouldn't say anything but wait until he got the developed slides back. He could put up with another week or so buried in the woods. Then Harriet wouldn't feel she had completely wasted her money having the cabin repaired.

He spent the next hour crouched beside the pond, trying to sit quietly, but it was almost impossible. Tiny insects buzzed around his face, crawled down his collar, and generally made him miserable. At first he tried to swat them but decided this was a waste of time. Finally he crawled underneath a low shrub and, with the leaves almost brushing his face, managed to find a little peace.

Copyright © Houghton Mifflin Company. All rights reserved.

About the story: Read this selection to find out who the Anasazi are.

The story of the Anasazi at Mesa Verde begins before the Christian era. These early people were hunters and gatherers. The men hunted small game while the women gathered many varieties of plants and food. They roamed over the land searching for rabbits, piñon nuts, and other foods that the land had to offer. These people built small shelters and wove baskets in which to carry their possessions.

By A.D. 1 a great transformation had begun to take place. The Anasazi started to grow beans and squash. They no longer had to search all the time for food and could stay longer in one place. They constructed houses called pit houses on top of Mesa Verde or in the rock shelters along the canyon floor. The pit houses were not only to live in but were places in which to worship. Each house had a small hole in the floor called a sipapu. This was a very holy place, as it was where their ancestors emerged to live upon the earth.

Copyright © Houghton Mifflin Company. All rights reserved.

About the story: Read this story to find out about a problem that developed during the Civil War.

The deserters came in droves. The Point Prospect campground was said to be swarming with soldiers who made forays on chicken coops, pigpens, and smokehouses where winter meat was hung. In the spring and summer, vegetable gardens, cornfields, and fruit orchards were robbed. No one dared to approach the camp. Even the U.S. agents from the cities upstate appeared to be in no hurry for a visit; it was known that the deserters carried their arms and that they were desperate. For a neighbor to have recognized a face among them might well have been sufficient reason for getting a bullet between the eyes; these men meant to take no chances with an informer.

The stories varied; some said there were a hundred men at Point Prospect; others put the number at nearer five hundred. In the early months of '63, the theft of food was their only crime against the community; by March, however, a killing took place.

Copyright © Houghton Mifflin Company. All rights reserved.